



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Jennifer Law, Kerry Powell, Barbara Mackay, Emma Wilkinson and Heather Raymond

# Bridge to Success

Coursebook

**Book 10**

Advanced



Brooklyn Bridge, USA

Book **10**  
Volume

1

2

3

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Coursebook



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Emma Wilkinson and Heather Raymond

Volume 3 material 2019



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Grade 10 Coursebook

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

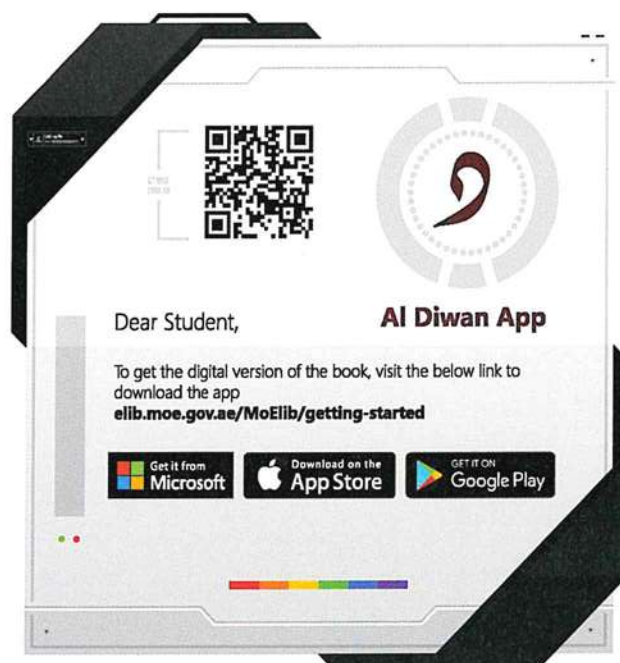
We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates







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# Welcome to *Bridge to Success*

*Bridge to Success* is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

*Bridge to Success Grade 10* consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.



The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:

-  pre-recorded listening activity
-  links to 21st Century Themes and/or Skills

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team





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- **Topics** multimedia in the UAE; profile of an Emirati filmmaker; the language of advertising and marketing; the Dubai international film festival; what is a documentary film?; Hollywood films shot in the UAE.
- **Use of English** *by + verb + ing*; adjective order; intensifiers; *either / neither ... or / nor*; *verb + infinitive with to*; passive.

## Lessons 1–2 Multimedia in the UAE

### Language tip

*Multimedia* is made up of two words, *multi* meaning *many* and *media* meaning *communication*.

- What do you think *multimedia* is?
- What type of media do you prefer to watch or listen to?

### Listening 68

1 Listen to a conversation. What is DSC (Dubai Studio City)?

a an organisation that helps production companies

b a production company

c a group of production companies

### Listening strategy

You don't need to hear and understand every word. Focus on stressed words because these are usually the important words in a sentence.

2 Listen again. Are the statements true (T), false (F) or is there no information (NI)?

- 1 Omar already has a business set up at DSC. \_\_\_\_\_
- 2 James and Amjad create animated adverts. \_\_\_\_\_
- 3 Omar had never heard of DSC before he spoke to James and Amjad. \_\_\_\_\_
- 4 The sound stage at DSC is one of the best in the Middle East. \_\_\_\_\_
- 5 Amjad believes that processing visas in three weeks is quick. \_\_\_\_\_

### Speaking 69

3 Listen to extracts from the conversation. Think about the questions below.

- 1 Is one speaker stopping the other during the conversation?
- 2 What phrases do they use to interrupt?
- 3 Are they polite?

Can you think of any more phrases we can use in this way?



## Language Focus

- 4 Look at these phrases from the conversation.

... **by asking** someone already using them, I could get more information ...

... **by working** through DSC, you have access to the basic ...

... **by bringing** our staff in through them, we saved a lot of time ...

- 1 Is the first part of the phrase an action or a result?
- 2 Is the second part an action or a result?
- 3 Which verb form follows *by*?

## Speaking

- 5 Imagine you would like to start a multimedia business. Which field would you choose?

### Examples:

- producing animation for websites
- producing videos for advertising agencies
- designing graphics for consumer products
- recording music or voiceover for adverts

You need to call a contact at DSC to get information for your business. Use the role cards for ideas and prepare what you want to say.

## Speaking

- 6 Make the call and try to get as much information as possible. Remember to use the phrases from Activity 3 if you need to interrupt the person you are talking to.

### Language tip

We usually use *by + verb + ing* to show the action taken for a particular result. For example, *By using our services, you will save time.*





## Lessons 3–4 Profile of an Emirati filmmaker

- Would you like to be a film maker? Why? / Why not?
- What kind of films would you like to make?

### Vocabulary

1 Match the words about the film industry with their meanings.

- |                |       |   |  |
|----------------|-------|---|--|
| 1 biography    | _____ | a | The person who has control of a film, including the money.                   |
| 2 director     | _____ | b | A person who writes the words for films and TV shows.                        |
| 3 producer     | _____ | c | A full-length film with a story.   |
| 4 feature film | _____ | d | Words written for a film with instructions about what the actors need to do. |
| 5 box office   | _____ | e | The story of a person's life.  |
| 6 documentary  | _____ | f | A person who tells the actors what to do.                                    |
| 7 screenplay   | _____ | g | Place at a theatre or cinema which sells tickets.                            |
| 8 scriptwriter | _____ | h | A film or TV programme about real facts, not fictional stories.              |

### Reading

2 Read the biography about Ali F Mostafa. What does he hope to do in the future?

#### A man with a dream

Ali F Mostafa is a successful Emirati film director and producer. He was born on 25th September 1981 in London. His father is from Dubai and his mother is British. Ali grew up in the UAE.

Ali has been interested in film since childhood, and in 2003 he had the opportunity to follow his dream and attend the prestigious London Film School, where he received an MA in Film making.

At the age of 28, this aspiring young man was named Best Emirati Film Maker at the Dubai International Film Festival (DIFF) in 2009. His debut film, *City of Life*, is often referred to as the first Emirati feature film and received praise from many influential people in the film industry. It was a film with a powerful message and broke box office records for an Emirati film.





The following year, Mostafa won the Young Film Maker of the Year award at the Digital Studio Awards and has been called the best Emirati film maker of his generation.

Prior to his success with *City of Life*, this talented, hard-working Emirati national directed a number of short movies. In 2005, he produced the film *Under the Sun*, which was shown at DIFF as well as the Rome, Rhode Island and San Francisco International Film Festivals. Mostafa not only directed this film, but wrote the screenplay too. A year later, the film was announced as the winner of the Emirates Film Competition.

That same year, Mostafa started his own production company, called AFM Films, because he wanted to produce his own work without outside influences and control. AFM Films create shorts, documentaries and commercials.

Although Mostafa produces films and is an excellent scriptwriter, his main interest is directing and he continues to work on new, exciting projects which he hopes will raise his profile even more.



### 3 Read the biography again and answer the questions.

- 1 What qualification did Ali receive from the London Film School?
- 2 What was the title of his first film?
- 3 In which year did Ali win the Young Film Maker of the Year award?
- 4 Which film won the Emirates Film Competition in 2006?
- 5 What is Ali's production company called?

### 4 Read the example sentences below. Answer the questions.

**A successful Emirati film director.**

**This aspiring young man was named Best Emirati Film Maker.**

**This talented, hard-working Emirati national directed a number of short movies.**

- 1 How many adjectives are there in each sentence?
- 2 What do you notice about the order of the adjectives in each sentence?
- 3 Find more examples of sentences that use adjectives in the text.

#### Language tip

When we use two or more adjectives in a sentence, we need to put them in a certain order. Adjectives that are giving opinions go before adjectives which are giving a fact. For example, *An interesting, old film.*



## Speaking

- 5 Read the brief notes about Nujoom Al-Ghanem. Then ask and answer with a partner. Use the question words below.

- When ... ?
- Where ... ?
- What ... ?
- How many ... ?

When was she born?

She was born on 24th  
October 1962.



## Nujoom Al-Ghanem

**Date of Birth** 24th October 1962

**Place of Birth** Dubai

### Education:

Griffith  
University,  
Australia –  
MA in Cinema  
Production

### Skills:

Film director,  
producer,  
screenwriter,  
poet

### Films:

Shorts,  
documentaries and  
feature films

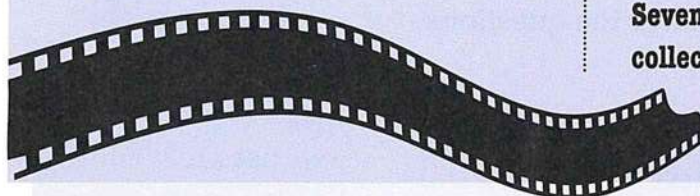
### Poems:

Seven poetry  
collections

### Awards:

2008  
Most Promising UAE  
Female Film Maker

2014  
Muharrar Features – Best  
Non-Fiction Feature  
'Nearby Sky'





## Lessons 5–6 The language of advertising and marketing

- What is your favourite TV, magazine or radio advert?
- Do you think advertising works? Why / Why not?

### Reading

1 Skim-read the article and choose the best title.

- a How advertising works
- b Wordplay: the tricks of advertising
- c Advertising today

### Reading strategy

When you skim-read for the general idea of a text, look at the title, headings and any images first. Then, if you are still not sure, read the first sentence of each paragraph.

### Certain words can affect people's emotions

– a fact that all advertisers know. The language used in advertising is chosen to create a very positive image of their product.



### HERE ARE SOME TRICKS ADVERTISING COMPANIES USE

#### Playing with language for slogans

Advertisers change grammar rules and language to create memorable slogans. Here are some popular techniques they use:

**RHYMING** Putting words that sound the same together always makes it easier to remember something! This is what they call a *catchy* slogan; one that people remember for years. A good example is the Duracell batteries slogan 'No battery is stronger longer'.

**CONCISE** The shorter the message, the easier it is to remember. Can you think of any advertising slogans? How long are they? Adidas's **extremely** unforgettable slogan in 2004 'Impossible is Nothing' is only three words.

**COMMAND ACTION** Do you sometimes watch an advertisement and feel like you have to do something? This is what advertising campaigns want you to do! Using imperative sentences leads to action. Sprite gave its viewers an order by saying 'Obey your thirst'.

#### Techniques

To make their products seem **totally** unique and needed, advertisers use specific techniques when designing their campaigns. Here are a few:

**CELEBRITY ENDORSEMENTS** Knowing someone important is using a product makes people want to buy it. Some products use celebrities to advertise, like Michael Jordan for Nike shoes. Celebrities become the 'face' of brands, so people always think of the product when they see them. George Clooney's adverts for Nespresso are an **especially** good example.

**GIVING FACTS** Advertisers make claims in their slogans that aren't new. Facts give their product a **really** strong image. De Beers jewellery uses 'A Diamond is Forever' as their slogan, which is something people already know!

**ASKING QUESTIONS** Do you ever watch TV, read a magazine or listen to the radio and find yourself answering a question in an advertisement? One of the most famous question slogans is 'Got Milk?', which was a health campaign in the USA to get people to drink more milk.

*Now you know some of the tricks in the advertising business, will you still believe all these adverts? More importantly, will you still buy all these products?*



## 2 Read the article and choose the correct answer.

- 1 The Duracell batteries slogan is an example of ...
  - a rhyming.
  - b celebrity endorsement.
  - c asking consumers questions.
- 2 The Adidas slogan 'Impossible is Nothing' is unforgettable because ...
  - a it rhymes.
  - b it is only three words.
  - c it is endorsed by superstar athletes.
- 3 An example of using commands in advertising is ...
  - a the milk health campaign advert.
  - b the Sprite advert.
  - c the Nespresso advert.
- 4 Nike used Michael Jordan in one of its campaigns because ...
  - a he is related to sport.
  - b he didn't charge them a lot.
  - c he drank Nespresso.
- 5 'Got Milk?' was used to persuade people to ...
  - a drink Nespresso coffee.
  - b do more sport.
  - c drink milk.

## Language Focus

### 3 Look at the words in bold in the text.

- 1 What kinds of words follow them?
- 2 Can you still understand the sentence if you remove the word in bold?
- 3 What is the job of the words in bold?

### Use of English

**Intensifiers** are adverbs. We use **intensifiers** before adjectives to make the adjective stronger.

## Writing

- 4 Think of a product you want to create. Write a number of advertising slogans for it. Remember to use intensifiers and the tricks you read about.

Example: *a new drink, an electronic gadget, smart clothes*

## Speaking

- 5 Discuss these questions with your group.
  - Do you think it's acceptable that we have to watch and listen to so much advertising?
  - Do you think it's acceptable for children to be targeted by advertising?
  - Do you believe that advertising persuades us to buy things?





## Lessons 7–8 Practise and prepare

- Do you like watching old films?
- Have you ever watched a film in black and white?
- Have you ever watched a silent film?

### Reading

## The History of

# Early Cinema



In its first thirty years, cinema grew very quickly. It started in just a few big cities — New York, London, Paris and Berlin — but soon became popular across the world, attracting more and more people, and replacing other forms of entertainment. These large movie audiences needed places to see the films. So, the 'great picture palaces' of the 1920s became more elegant and glamorous than theatres and opera-houses. Meanwhile, films themselves went from being short 'spots', only a couple of minutes long, to the full-length feature that we know today.

Although some people think that the French, German, American or British invented cinema, it was mainly the French who exported cinema to China, Japan, Latin America and Russia, so that these countries could start an industry of

their own. In terms of artistic development, it was again the French and the Americans who took the lead, though in the years prior to 1914 Italy, Denmark and Russia also played a part.

In the end, the United States became, and remains, the largest single market for films. The Americans started to dominate the world market by 1914. The centre of film-making moved to Hollywood, and it is films from these new Hollywood studios that have filled the world's film markets since that time. Few film industries have come close to competing. The Italian industry almost collapsed. In Scandinavia, Swedish cinema had a brief period of success, but because its films were mainly about what happened in Sweden, their audience was limited. Even French cinema found itself in a difficult position.

Hollywood took the lead artistically, as well as industrially. Hollywood films were more popular because they had better plots, their special effects were more impressive and the star system meant the actors became idols.

None of this would have happened without technology. In the early years, this art form was quite basic. Early cinema programmes were a mixture of comic sketches, brief episodes and some animated films. With the Americans' first feature-length films, other types of films became less important. Cartoons and newsreels became a separate branch of filmmaking, generally practised outside the major studios, and were usually shown as short items before the main feature. However, with Walt Disney, animated films went from just short clips to major full-length films.



## 1 Answer the following questions.

1 America was, and still is, the leader of the film industry. Which three possible reasons are given in the text?

- a Plenty of money to pay for actors. ☐
- b Making films about serious issues. ☐
- c Being first to produce a feature film. ☐
- d Well-written stories. ☐
- e The collapse of Italy's film industry. ☐
- f Excellent special effects. ☐

2 Answer the questions below using no more than three words.

- 1 Where did people go for entertainment before cinemas became popular?
- 2 Which two types of film were not generally made in major studios?
- 3 Which type of film did America develop in both short and feature films?

3 Look at the following statements (1–6) and the list of countries below. Match each statement with the correct country. You may use any letter more than once.

- 1 It helped other countries develop their own film industry. \_\_\_\_
- 2 It was the biggest producer of films. \_\_\_\_
- 3 It was first to develop the 'feature' film. \_\_\_\_
- 4 It was responsible for creating 'stars'. \_\_\_\_
- 5 It made movies based more on its own culture than outside influences. \_\_\_\_
- 6 It nearly stopped making films. \_\_\_\_

**Countries**

- |            |                 |
|------------|-----------------|
| a) France  | f) Japan        |
| b) Germany | g) Soviet Union |
| c) USA     | h) Italy        |
| d) Denmark | i) Britain      |
| e) Sweden  | j) China        |





## Lessons 9–10 The Dubai International Film Festival

What do volunteers at the festival do?

- help organise events
- appear in films
- make phone calls
- sell tickets
- give information to the public
- write scripts

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### ARE YOU OVER 15

and interested in working in the film industry in the future?

If so, you could be perfect as a volunteer for the Dubai International Film Festival (DIFF). Apply now!

## Listening 70

**1** **21st** Listen to three volunteers, Amaya, Mira and Samira, being interviewed. Which of the things in the list above do they do?

**2** Listen again. Are the statements true (T) or false (F)?

- 1** Amaya works closely with famous actors and actresses during the festival.
- 2** Amaya thought the film *Green Light* was a bit boring.
- 3** Mira likes working in the office and dealing with the public.
- 4** Mira feels that the film *Going to Heaven* is a good advert for the UAE.
- 5** Samira volunteered for the festival with her brother and sister.
- 6** Samira especially enjoyed the music on the film *Birds of Passage*.

## Speaking

**3** Look at the prompts below and think about what you would answer. In pairs, ask each other questions related to the prompts.

### TELL ME ABOUT:

- a film that you saw recently
- a film character that you really like
- an Emirati film you know
- how often you watch films
- a film that scared you
- a film you know based on a true story

### TELL ME ABOUT:

- a film with a surprising ending
- your favourite actor or actress
- a film that has incredible special effects
- a film you thought was boring
- whether you would like to go to DIFF
- an animated film that you've seen.



## Vocabulary 21st

4 Match the film words below with the correct definitions. There are two extra words.

animation cast character crew director extras plot script soundtrack  
stars studio subtitles

- 1 The person who decides how to film the movie.
- 2 The music that is used in the film.
- 3 The main actors or actresses in the film.
- 4 The words the actors learn and say in the film.
- 5 The story of the film.
- 6 All of the actors in the film.
- 7 Minor actors who don't speak and stay in the background.
- 8 All the cameramen, sound engineers and technicians.
- 9 The dialogue in written form across the bottom of the screen.
- 10 The person the actor plays in the film.

## Functional language

5 Complete the sentences with the words below.

about as by in on

- 1 It stars Tom Hanks \_\_\_\_\_ the lead character.
- 2 It's directed \_\_\_\_\_ Steven Spielberg.
- 3 It's set \_\_\_\_\_ France.
- 4 It's \_\_\_\_\_ two brothers who are separated.
- 5 It's based \_\_\_\_\_ a true story.



## Speaking

6 Talk about your favourite film. Try to use the words from Activity 5.

- Make notes on your favourite film.
- Tell your partner about the film.
- Use the language we have learnt to talk about your film.
- Remember to give details.

*'There's this part where ...'*

*'The special effects were ...'*

*'The acting is so ...'*

*'The ending is ...'*

### Your favourite film

**Name:**

**Cast:**

**Director:**

**Set where:**

**Plot:**

**Reasons why you like it:**

- 
- 

### Speaking tip

Using the correct word stress is as important as getting the individual sounds right. Stressed syllables are usually slightly louder and have longer vowel sounds than the other syllables in the word, for example **amazing**, **incredible**, **brilliant**. Always make a note of the stressed syllable when you learn a new word.



## Lessons 11–12 What is a documentary film?

- What is the difference between a documentary film and a feature film?
- Which do you prefer watching and why?

### Reading

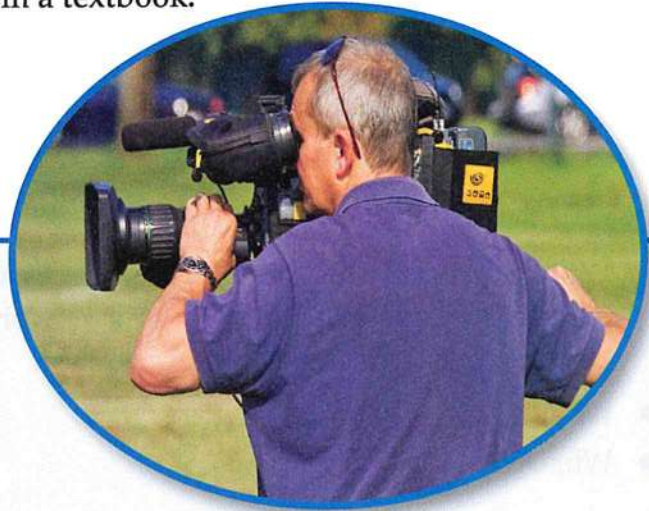
- 1 Skim-read the extract below from a chapter in a textbook.  
Choose the best title.

- a The documentary maker
- b Interesting documentaries
- c Drama in the media

Documentaries are a popular genre for filmmakers nowadays and there are plenty of good ones out there. However, there are also a lot of bad ones. For the up-and-coming documentary filmmaker, there are a few rules you need to follow before you get your camera out and start filming. Before you decide to make a documentary, you should ask yourself some important questions.

**What's it going to be about?** It's vital that you find a topic that you feel passionate about and want to share with the world. Many documentaries are made because the filmmaker believes that a particular viewpoint is not being discussed enough in the media.

**Is there a story to be told?** OK, you've found your topic, but will other people be interested? Although documentaries are non-fiction, you should plan to portray a story or message. The information you find must be factual and accurate, but it can also be funny, disturbing, enlightening or a mixture of all three. Whatever it is, it must hold the viewer's attention. A worthy, but dull topic will just make people want to switch off.



#### Do you have a question to answer?

According to Baines (2015), successful documentary makers like to use the film-making process as a voyage of discovery and hope to find answers to their questions. Answering a question in a film adds dramatic tension to the documentary and creates conflict which is more likely to interest the audience.

**How long will it be?** Unlike feature films, documentaries are quite short, usually between 30 minutes and one hour, and they need to be focused. Many people choose to watch documentaries on the Internet and will switch to another website if the documentary doesn't hold their attention.

When you have answered these questions and feel ready to continue, there are some practical issues to think about, such as finance, equipment and location.



2 Read the extract again. Are the statements true (T), false (F) or is there no information (NI)?

- 1 There are many poor-quality documentaries.
- 2 A documentary must be about a problem in the world today.
- 3 The filmmaker should know the answer to their own question.
- 4 Baines makes documentary films.
- 5 There are a lot of distractions on the Internet.
- 6 Documentary filmmakers need a lot of money to make a film.

## Use of English

3 In the extract, find and underline examples of verbs followed by *to* + infinitive.

4 Write a 100 word summary of the extract in Activity 1. Remember to use your own words. Use the questions below to help you.

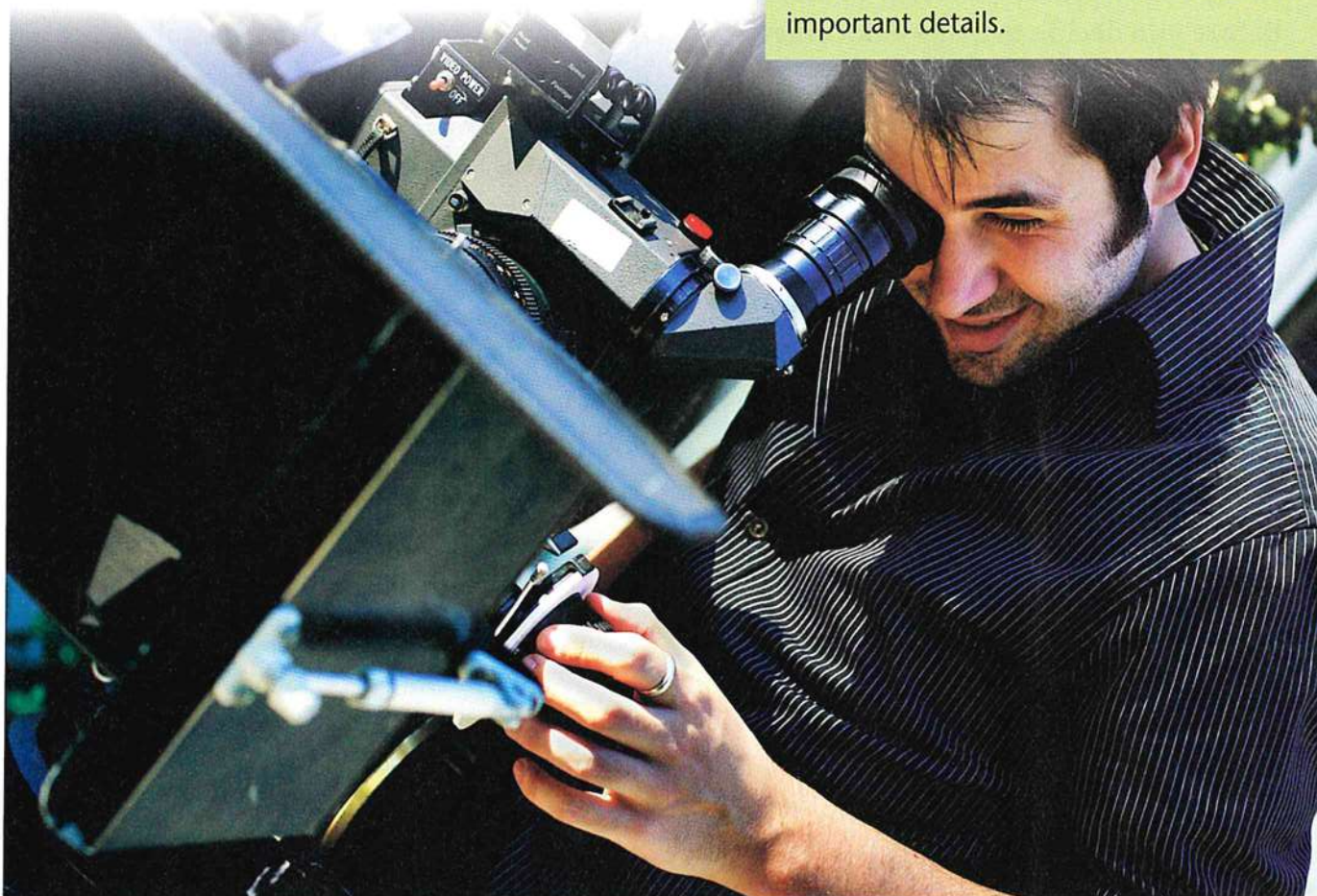
- What is the main idea of the text?
- What evidence supports this?

### Language tip

Some verbs are followed by *to* + infinitive, especially verbs of thinking and feeling, such as *choose*, *want* and *like*. For example, *He wants to make a documentary*.

### Writing tip

When you summarise a text, you must use your own words. You should state the main idea of the text and include the important details.



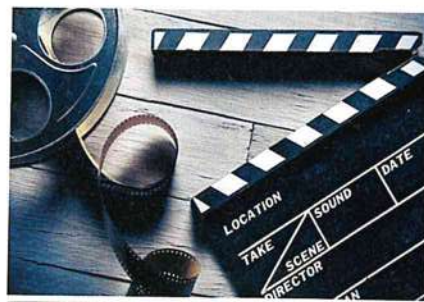


## Lessons 13–14 Hollywood films shot in the UAE

- Do you like watching films?
- Which films are your favourite?
- Do you think the UAE is a good place to make films?

### Reading

- 1 Read the article and answer the questions below.



### Locations!

The UAE has recently become a popular location set for filming international films. Over ten Hollywood motion pictures have been filmed in different parts of the UAE, including Abu Dhabi, Dubai and Al Ain. The scenes were shot in deserts, royal palaces and near skyscraper-filled skylines.

#### MISSION IMPOSSIBLE (2011)

This thrilling film had a very exciting scene shot on Burj Khalifa. The process took 23 days and over 400 crewmembers to make sure everything was perfect.

#### FAST AND FURIOUS 7 (2015)

This film was shot at various locations in Abu Dhabi including Etihad Towers, Emirates Palace, the Corniche and Al Dhafra. The final version of the film, played in cinemas, had around 30 minutes from Abu Dhabi!

#### STAR WARS (2015)

Shooting for this film began in April 2014 and cast members travelled to Abu Dhabi in early May. Enormous sets were built for filming. The set included a shuttle-like spacecraft, a large tower and a big market.



*Keep an eye out for UAE locations next time you visit the cinema!*

- 1 Name two Emirates mentioned in the article.
- 2 How long did the Burj Khalifa scene take to shoot for *Mission Impossible*?
- 3 Name two of the four locations *Fast and Furious 7* was filmed at.
- 4 How much of the filming in Abu Dhabi was included in the final version of *Fast and Furious 7*?
- 5 What was built in Abu Dhabi to film *Star Wars*?
- 6 Was *Star Wars* filmed in one of Abu Dhabi's markets?



## Language Focus

2 Look at the sentences from the article and answer the questions.

- Hollywood motion pictures have been filmed in different parts of the UAE.
- The scenes were shot in deserts.
- This film was shot at various locations.
- Enormous sets were built for filming.

1 Did these events happen in the past, present or future? \_\_\_\_\_

2 Do we know who performed these actions? \_\_\_\_\_

3 Is it important to know who performed these actions? \_\_\_\_\_

### Language tip

We use the *passive voice* – *to be* + *past participle* – to talk about actions when we don't know, or it isn't important, who performed the action.

## Writing

3 With your group, research another film shot in the UAE. Write a short description using the passive voice.

Things to think about:

- film budget
- location
- main characters
- how long it took to shoot the film

## Speaking

4 With your group, discuss the questions below.

- Why do you think a lot of films are being shot in the UAE?
- Do you think this is a good or a bad thing?
- How would you feel if a film was shot in an area near your home or school?





## Lesson 15 Review

### Use of English

**1** Re-order the sentences.

- 1 This is strong brand extremely of coffee.  
\_\_\_\_\_
- 2 believe I can't how incredibly this drink  
good tastes.  
\_\_\_\_\_
- 3 particularly the new selling this Johnny  
Depp are Tickets for well film.  
\_\_\_\_\_
- 4 After the design competition winning a new  
look totally I gave my room.  
\_\_\_\_\_

### Vocabulary

**2** Complete the sentences with the words below.

screenplay   documentary   biography  
box office   directors

- 1 The film about Steve Jobs is a very accurate \_\_\_\_\_ of his life.
- 2 Nayla Al Khaja is one of the few female film \_\_\_\_\_ in the UAE.
- 3 *Unveiling Dubai* is a fine example of a \_\_\_\_\_ which shows life in Dubai through the eyes of a western visitor.
- 4 I have been asked to write the \_\_\_\_\_ for the next instalment of *Star Wars*.
- 5 There were long queues at the \_\_\_\_\_, where people were hoping to get tickets for the new animated version of *The Arabian Nights*.

### Writing

- 3** Write a short paragraph about a film you have seen using some of the words below.

amazing   gripping   intense  
incredible   breathtaking   brilliant

### Use of English

- 4** Complete the sentences with the words below in the correct form and the verbs in brackets.

want   need   choose   plan   hope

- 1 I \_\_\_\_\_ (see) the latest *Star Wars* film when it is released.
- 2 Last week, my brother \_\_\_\_\_ (take) a tour of the *James Bond* film studios instead of going to the football match.
- 3 I \_\_\_\_\_ (win) the award for Best Director one day! No one will stop me!
- 4 She \_\_\_\_\_ (finish) the screenplay by the end of the month, but she's having trouble with ideas.
- 5 We \_\_\_\_\_ (complete) filming before it starts to rain.

- 5** Complete the sentences with the words below in the correct form.

advertise   film   volunteer   do   make

- 1 By \_\_\_\_\_ in Dubai, your scenes will have an amazing skyline.
- 2 By \_\_\_\_\_ business with our company, you will have access to a lot of resources.
- 3 We will launch the new product by \_\_\_\_\_ on TV.
- 4 He became successful by \_\_\_\_\_ a film about life in the UAE.
- 5 By \_\_\_\_\_ at the film festival, I learned a lot about filmmaking.



## Lessons 16–17 Literacy project: film and media

- Which Hollywood films have been shot in the UAE?
- Can you think of famous film scenes which require lots of 'extras'?
- What kinds of things does an extra have to do?

### Behind the stars

**1** No film can be ever shot without its stars, the film crew or a script, but there's one more vital player on the film set that usually goes unnoticed – the extra. Imagine a crowded market scene without the customers in the background or a restaurant scene with empty tables and no waiters. Extras are the lifeblood of the film set and are essential in order to create the right atmosphere in scenes.

**2** Ever since the UAE featured as a backdrop for the 2005 thriller *Syriana* starring George Clooney, the region has been considered an ideal place to film on location. Nowhere else can offer the mix of open desert, mountains or futuristic cities. As a consequence, the demand for extras has risen. Film companies usually pay extras a standard rate of 400 Dirhams a day for non-speaking roles. You don't need to have any great acting skills – most of the time it's simply enough to have the right look, stay in the background and, above all, avoid causing a distraction in the scene.

**3** Demand has become so great that a number of local casting companies have set up to meet the need. 'Justin Lin, director of *Star Trek: Beyond*, decided to film in various locations around the country, sometimes requiring up to 1000 extras at a time. It's not always easy to get that amount of people at short notice,' says Mohammed Abi Khalil, who runs The Dreamcast Agency. For the last 6 years, his company has been recruiting extras and compiling a database that categorises each extra by appearance. 'If I get a call from a filmmaker who needs a tall, middle-aged Emirati man with kind eyes, I'm pretty sure that I can find him,' he boasts. 'There are some issues such as lack of screen training and flexibility – because being an extra means you have to be willing to drop everything for a day or an entire week – but we provide initial lessons on how to behave in front of the camera or how to have a silent conversation.'

**4** But don't think that being an extra is particularly glamorous. Reem Al Ansari, a make-up artist with the Dubai based film company White Box, explains, 'If you agree to be an extra you have to be realistic – you won't become a big star, that's for sure. The best extras are those who accept this and know how to blend into the background. Remember you are there as a kind of human furniture, nothing else.'

#### Fact

**5** Reem shares her advice for would-be extras:

- Bring a book and your phone charger – extras usually spend the whole day killing time waiting to be called for their scene.
- Don't try to chat to the stars. Remember that you are working, you're not a fan.
- Don't talk to your friends afterward about the plot of the film or the star's strange habits. Film companies will ask you to sign a confidentiality agreement.
- Don't forget to take off your watch or remove jewellery, especially if it's a historical drama. If spotted, these tiny details can ruin the scene.

**6** Being an extra is a chance to rub shoulders with some world-famous actors and actresses, earn some decent pocket money and be able to tell your grandchildren that you were in a famous film. It may be nothing more than that, but it is a lot of fun.

#### Vocabulary

**would-be:** a person who wants to be something

**pocket money:** money used day-to-day for expenses or money given to children by their parents



## Reading

1 **21st** Read the article and match the phrases below to the correct person.

a George Clooney   b Justin Lin   c Mohammed Abi Khalil   d Reem Al Ansari

- 1 is sure that he can satisfy clients' demands. \_\_\_\_\_
- 2 was in the movie that started the trend for filming in the UAE. \_\_\_\_\_
- 3 worked in different parts of the UAE on the same film. \_\_\_\_\_
- 4 warns extras not to gossip about the film to outsiders. \_\_\_\_\_
- 5 wanted huge numbers of extras for his film. \_\_\_\_\_
- 6 needs to teach first-time extras how to work on the set. \_\_\_\_\_
- 7 has a long list of people wanting to work as extras. \_\_\_\_\_
- 8 feels it is unlikely an extra will become famous. \_\_\_\_\_

2 Read the article again. Look at the ideas below (a–g) and identify which paragraph (1–6) contains each idea. There is one option which does not appear in the text.

- a The usual requirements of an extra.
- b Advice on how to behave as an extra.
- c The advantages of being an extra.
- d The importance of extras to the scene.
- e An extra's opinion on his job.
- f The kind of mentality an extra needs to have.
- g Why the UAE is attractive to film makers.

3 According to the text, are the following statements true (T), false (F) or is there no information (NI)?

- 1 The 2005 film *Syriana* was the first Hollywood film ever shot in the UAE.
- 2 In order to be an extra, you have to be good at acting.
- 3 Extras have to be able to change their normal working schedule.
- 4 Extras usually have to pay for training before they can work on a film set.
- 5 The best extras are those who want to get noticed and become famous themselves.
- 6 Extras usually spend all day on the film set.

4 **21st** Presentation

- **Choose your favourite scene from a film.**
  - Who were the main characters?
  - What other people appear in the scene?
- **Try to find out some information about the extras in the scene.**
  - How many extras were used?
  - What characters were they playing?
  - Where did they film?
  - How long did they film?
- **Give a brief presentation to the class about the extras in your favourite scene.**

### Reading strategy

Reading involves many skills such as identifying the main ideas and separating facts from opinions. Remember to think about the difference between fact and opinion next time you read an article.



## Looking back

- **Topics** History of the UAE; Sheikh Zayed; traditions; storytelling; changes in landscape
- **Use of English** Past simple; past simple versus past continuous; past perfect; *used to* for past habits; reporting verbs in the past; *as many/much* (noun) *as*



## Lessons 1–2 Days gone by

- What do you know about the history of the UAE?
- What was life like 50 years ago?

## Listening 2

- 1 Listen to a lecture on the history of the UAE and answer the questions.

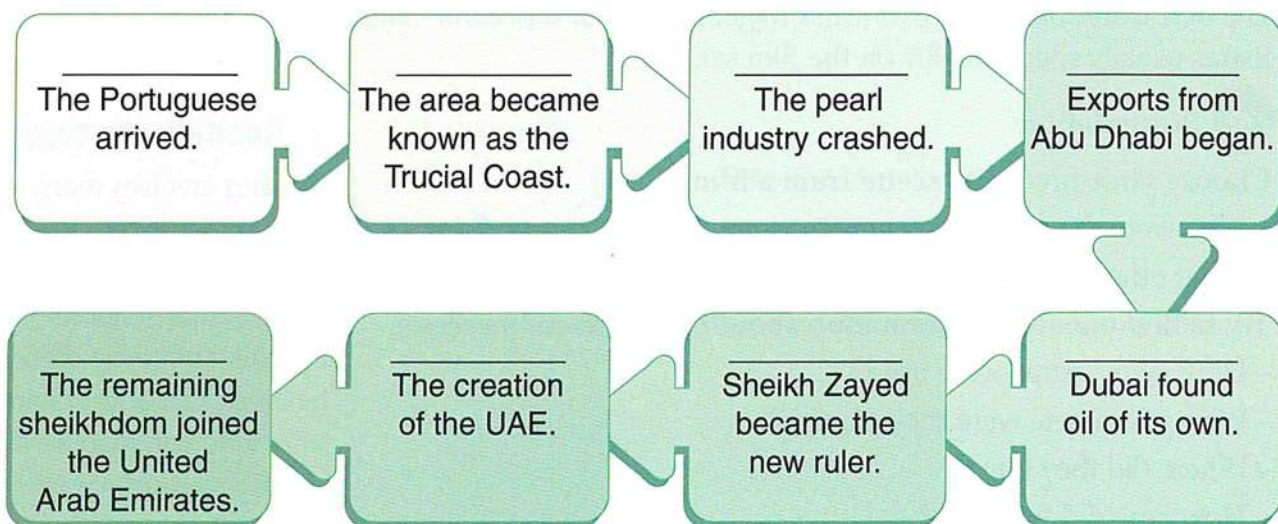
- 1 Where did Bedouins live? Name three areas.
- 2 When did the Portuguese arrive in the UAE?
- 3 What was the area known as before 1971?
- 4 In the early 1900s, which emirate had the largest population?
- 5 Why did the pearl industry crash in the 1930s?
- 6 When did Abu Dhabi start exporting oil?
- 7 Which was the last sheikhdom to join the UAE?

## Listening strategy

Read the questions carefully before you listen and decide what kind of information you are listening for. For example, if the question starts with *When*, you know you are listening for a day, a date or a time.

- 2 Listen again to the lecture. Make a timeline of important dates in the history of the UAE.

1498      1930s      1820s      1971      mid-1960s      6th August 1966      1972      1962





## Speaking

3 Imagine you were present on Union Day.

- What do you think happened?
- How did people feel?
- How did Sheikh Zayed feel?

## Vocabulary

4 Use the words below to replace the words in **bold** in the sentences. There are more words than you need.

ancient      generations      previous  
nomads      tribes      values      before

- 1 The Portuguese forts are **very old**.
- 2 The Bedouin were **people who lived in different places**.
- 3 There was no UAE ruler **prior to** Sheikh Zayed.
- 4 My parents and grandparents come from different **groups of people who were born and lived around the same time**.
- 5 Sheikh Zayed shared the **beliefs** of the Bedouins.



### Speaking tip

Before discussing a topic, write short notes to help you organise your ideas.

## Speaking

- 5 Use the words from Activity 4 to make sentences of your own. Describe the UAE in the past. For example:  
*Many tribes lived in the desert.*

### Vocabulary

A *belief* is something that you or a group of people think is true.





## Lessons 3–4 **Sheikh Zayed: our father**

- Imagine you could meet Sheikh Zayed.
  - What would you ask him?
  - What do you think he would say?

### Reading strategy

A topic sentence introduces a paragraph and tells you what the paragraph is about.

### Reading 21st

- 1 Read the article about Sheikh Zayed. Match the topic sentences (1–8) to the gaps (a–h). The first one is done as an example.



- a 1 His religious faith, his determination and hard work, his generosity at home and abroad, and the way he served his people helped to create a great nation and a better world.
- b \_\_\_\_ At the time Sheikh Zayed was born, the emirate was poor and undeveloped, with an economy based on fishing, pearl diving and simple farming.
- c \_\_\_\_ He spent time with Bedouin tribesmen to learn about their way of life. He later recalled with pleasure his experience of desert life and his discovery of falconry, which became a lifelong passion.
- d \_\_\_\_ He was responsible for six villages and a nearby desert region. In the late 1940s and early 1950s, Sheikh Zayed did great things for the people of Al Ain, and became an example for everyone.
- e \_\_\_\_ He used the money from selling oil to build schools, housing, hospitals and roads for the people.
- f \_\_\_\_ Sheikh Zayed and the ruler of Dubai, Sheikh Rashid Bin Saeed Al Maktoum, called for a new federation. Eventually, the UAE became a nation on 2nd December 1971. Sheikh Zayed's enthusiasm and values were key to the union of the UAE, and many of his fellow rulers respected him for this.
- g \_\_\_\_ He believed that the character of the Emirati people came from their fight to survive in the harsh desert, so he wanted to protect animals like the Arabian oryx and the sand gazelle.
- h \_\_\_\_ In an interview in 2002, he spoke about how Muslims stand against any person of Muslim faith who commits a wrong act against a fellow human being. He said that 'a true Muslim is friendly to all human beings and a brother to other Muslims and non-Muslims alike. This is because Islam is a religion of mercy and tolerance.'

Sheikh Zayed died in 2004, in his late eighties.



- 1 Understanding the UAE is impossible without understanding the life of Sheikh Zayed.
- 2 Sheikh Zayed spoke out against those who hurt their fellow human beings.
- 3 Protecting the natural environment and wildlife was important to Sheikh Zayed.
- 4 During the late 1920s and the 1930s, Sheikh Zayed lived in the desert.
- 5 In August 1966, Sheikh Zayed became ruler of Abu Dhabi, and tried to develop the emirate as quickly as possible.
- 6 In 1968, the British said they would leave the Gulf by the end of 1971.
- 7 In 1946, Sheikh Zayed became Ruler's Representative in the Eastern Region of Abu Dhabi, centred on the oasis in Al Ain.
- 8 Born in 1918 in Abu Dhabi, Sheikh Zayed was the youngest of the four sons of Sheikh Sultan Bin Zayed Al Nahyan, ruler of Abu Dhabi from 1922 to 1926.

- 2 Read the text again. Are the statements true (T), false (F) or not given (NG)?

- 1 Sheikh Zayed helped to raise his younger brothers. \_\_\_\_\_
- 2 Sheikh Zayed's first important post was Ruler of Al Ain. \_\_\_\_\_
- 3 Oil money was spent on improving life in the emirate of Abu Dhabi. \_\_\_\_\_
- 4 Sheikh Zayed had nature reserves built to protect the animals of the region. \_\_\_\_\_

## Writing

- 3 What have you learned about Sheikh Zayed? Write a short paragraph. You should write at least 80 words.



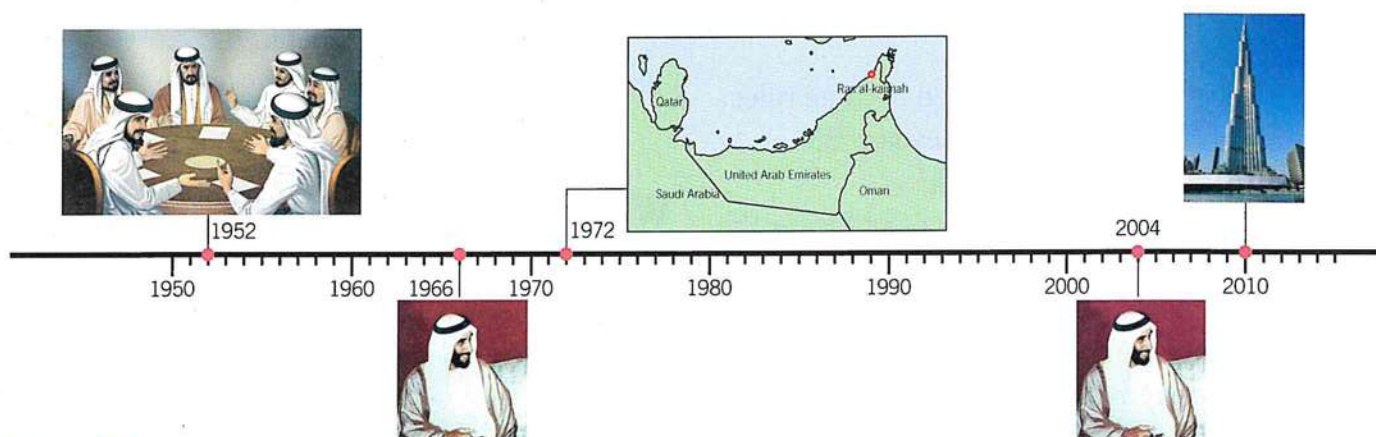


## Lessons 5–6 A great nation is born

- What is a timeline?
- What questions could you ask to complete a timeline?
  - What happened in 1971?
  - Who was the first ruler of Sharjah?

### Language tip

Remember: when you ask a question using *did*, the main verb does not change.



## Speaking

- 1 With a partner, write two questions about the timeline, then take turns answering them.
- 2 Student A and Student B: work together to complete the timelines.

### STUDENT A

**1952:** The \_\_\_\_\_ emirates formed a Trucial Council.

August **1966:** Sheikh Zayed took over as Ruler of Abu Dhabi.

\_\_\_\_\_: Six of the emirates came together as the United Arab Emirates (UAE).

**1972:** Ras Al Khaimah joined the federation.

October **1986:** Sheikh Zayed was re-elected for his \_\_\_\_\_ term.

October **1990:** Sheikh Rashid Bin Saeed Al Maktoum died and was succeeded by his son as ruler of Dubai and UAE vice president.

June **2001:** President Sheikh Zayed pardoned \_\_\_\_\_ prisoners. (number)

November **2004:** UAE President Sheikh Zayed died and was succeeded by his son, **Sheikh Khalifa**.

January **2010:** Burj Khalifa opened in Dubai as the world's \_\_\_\_\_ and man-made structure.

July **2014:** The UAE announced plans to send an unmanned spacecraft to **Mars**.



## STUDENT B

**1952:** The **seven** emirates formed a Trucial Council.

\_\_\_\_\_ : Sheikh Zayed took over as Ruler of Abu Dhabi.

**December 1971:** Six of the emirates came together as the United Arab Emirates (UAE).

**1972:** \_\_\_\_\_ joined the federation.

**October 1986:** Sheikh Zayed was re-elected for his **fourth** term.

**October 1990:** Sheikh Rashid Bin Saeed Al Maktoum died and was succeeded by his \_\_\_\_\_ as ruler of Dubai and UAE vice president.

**June 2001:** President Sheikh Zayed pardoned **6000** prisoners.

**November 2004:** UAE President Sheikh Zayed died and was succeeded by his son, \_\_\_\_\_.

**January 2010:** Burj Khalifa opened in Dubai as the world's **tallest building** and man-made structure.

**July 2014:** The UAE announced plans to send an unmanned spacecraft to \_\_\_\_\_.



### 3 How do you say the numbers and dates below?

- |   |                  |                |     |      |        |
|---|------------------|----------------|-----|------|--------|
| a | 1                | 10             | 100 | 1000 | 10 000 |
| b | 1st              | 2nd            | 3rd | 4th  |        |
| c | 5th January 1999 | 20th July 2014 |     |      |        |

## Listening

### 4 Listen to your teacher. Circle what you hear.

- |   |              |               |              |
|---|--------------|---------------|--------------|
| a | 4            | 4th           | 40           |
| b | 1st          | 3rd           | 30           |
| c | 15           | 50            | 55           |
| d | 1000         | 10 000        | 100 000      |
| e | 2nd December | 22nd December | 7th December |

## Listening and speaking

### 5 Write five numbers or dates. Dictate them to your partner. Then, swap roles.

## Lessons 7–8 Practise and prepare

### Listening

- 1 2 You will hear a talk on the history of the United Arab Emirates from Lesson 1. Complete the table below. Write ONE word and/or a number for each.

#### Listening strategy

Use your knowledge of the topic to help you understand the missing information while you listen.

### History of the UAE

Period	Situation
Before the union	The UAE was mainly desert inhabited by Bedouin tribes, fishing villages and date <sup>1</sup> <u>farms</u> . Bedouins lived near the ocean for pearl diving and <sup>2</sup> _____ , in the desert for camels and <sup>3</sup> _____ , and in oases for water and the farming of <sup>4</sup> _____ .
1498	The Portuguese built <sup>5</sup> _____ in the UAE and Oman.
1820s	With the British, the area was known as the Trucial <sup>6</sup> _____ .
Beginning of the 20th Century	Abu Dhabi was the <sup>7</sup> _____ emirate. Sharjah was the most populated and most <sup>8</sup> _____ .
1930s	Because of the invention of the Japanese cultured pearl, Emirati pearl divers lost their main source of <sup>9</sup> _____ .
Mid 1960s	Dubai found <sup>10</sup> _____ .
1971	There were <sup>11</sup> _____ Trucial States.



**2** **3** You will hear a high school student asking for information about becoming a History teacher. Choose the correct answer: a, b or c.

- 1** How long did Fatima work in a youth camp?
  - a** two years
  - b** four months
  - c** three years
- 2** Why does Fatima want to get a degree?
  - a** to get a promotion in her current job
  - b** to go into teaching
  - c** because employers like higher education qualifications
- 3** How long will it take to do the degree part-time?
  - a** less than 18 months
  - b** under three years
  - c** more than four years
- 4** Which two things must Fatima have in order to join the course?  
Choose TWO requirements from a–f below.
  - a** ☐ secondary school diploma
  - b** ☐ work experience
  - c** ☐ either a secondary school diploma or work experience
  - d** ☐ research experience
  - e** ☐ completed thesis
  - f** ☐ motivation

## Speaking **21st**

- 3** Ask and answer these questions with a partner.
- 1** Do you like learning about history?
  - 2** Which is the most interesting period in the history of the UAE?
  - 3** Describe an old or historic building in your emirate.
  - 4** If you could meet someone from the past, who would you choose?

## Lessons 9–10 **Our traditions**

- Can you think of any examples of Emirati traditions? In groups, make a list. Which traditions do you practise in your life?

### Vocabulary

**1** Match the words in bold in sentences 1–5 with the definitions (a–e).

- |  |   |
|--|---|
| <b>1</b> Hospitality in the UAE is shown through welcoming guests and offering big feasts. | <b>a</b> the friendly, generous reception and entertainment of guests and visitors                      |
| <b>2</b> Emirati <b>folklore</b> includes dance, poetry and music.                         | <b>b</b> principles or standards of behaviour   |
| <b>3</b> Dhaya Fort is an <b>ancient</b> building in Ras Al Khaimah.                       | <b>c</b> the action of giving a sign of welcome   |
| <b>4</b> Emirati <b>values</b> include keeping strong family ties.                         | <b>d</b> the traditional customs and stories of communities passed through generations by word of mouth |
| <b>5</b> In the UAE, people welcome their guests with a long, warm <b>greeting</b> .       | <b>e</b> very old: having existed for a very long time  |





## Reading

### 2 Scan the article. How many of the traditions on your list are mentioned?

UAE culture is full of fascinating stories, crafts and traditions. Hospitality is a very important tradition in Emirati culture. The way Emiratis greet each other stems from the religious and cultural make-up of the Gulf region. Long, genuinely warm greetings with handshakes, embraces and generous praise can be expected for male-to-male and female-to-female greetings.

Majlis is an Arabic word for a meeting place. The traditional Majlis was a tented meeting place where businessmen used to meet regularly.

The UAE also has many traditional games, although some of them are not played any more. An example is Al Boom, which was a popular game where children used to build wooden toy boats and then compete against each other in the

sea. They used to play this game very often.

On special occasions, such as Eid and for bridal showers, henna is used to decorate women's hands, feet and hair. During Eid holidays, families gather in their new clothes, usually starting with a visit to the grandparents' house. Older family members give the children traditional Eid money – known as Eidiya in Arabic.

### 3 Read the article again. Are the sentences true (T) or false (F)?

- 1 Emirati greetings come from the different cultures that live in the UAE. \_\_\_\_\_
- 2 Emirati greetings are very quick with little talking. \_\_\_\_\_
- 3 The Majlis was a tent where business meetings took place. \_\_\_\_\_
- 4 To play Al Boom, children have to know how to sail large fishing boats. \_\_\_\_\_
- 5 Emirati women use henna when celebrating special occasions. \_\_\_\_\_
- 6 At Eid, Emiratis give Eidiya money to poor families as a donation. \_\_\_\_\_

## Use of English

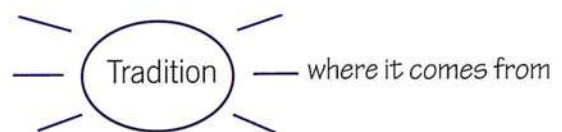
### 4 Look at the sentences, then match them with the questions on the right.

- |   |   |
|---|---|
| a The seven emirates formed the Trucial States.   | • Which sentence talks about a finished action in the past?                             |
| b Different tribes were living across the Emirates before the unity.                          | • Which sentence talks about an action in the past that continued for a period of time? |
| c The traditional Majlis was a tented meeting place where businessmen used to meet regularly. | • Which sentence talks about a habit in the past?                                       |

## Writing

### 5 In pairs, look at the article above. What information does it give about a tradition? For example, *where it comes from*. Add other types of information you can find out about a tradition to the spidergram.

### 6 In your notebook, write a paragraph about your favourite Emirati tradition.



#### Writing tip

Don't forget: names of emirates, rulers and cities all start with a capital letter.



## Lessons 11–12 **Fables**

- What stories do you remember from your childhood?
- Do you think there are any messages in them?

### Vocabulary

**1** Match the words and phrases we use in storytelling with the correct definition.

**1** *Once upon a time ...*

**2** *There once lived ...*

**3** narrator

**4** moral of the story

**5** character

**6** *said – told – whispered*

**a** a person or thing in a novel, film or play

**b** the person who is telling the story

**c** we use this to introduce someone in a story

**d** we use these words to retell what someone said in a story

**e** we use this phrase to start telling a story

**f** the lesson learned from the story

### Reading

**2** You are going to read about a book called *Kalila and Dimna*. Look at the picture and *Did you know?* box. What sort of book do you think it is?

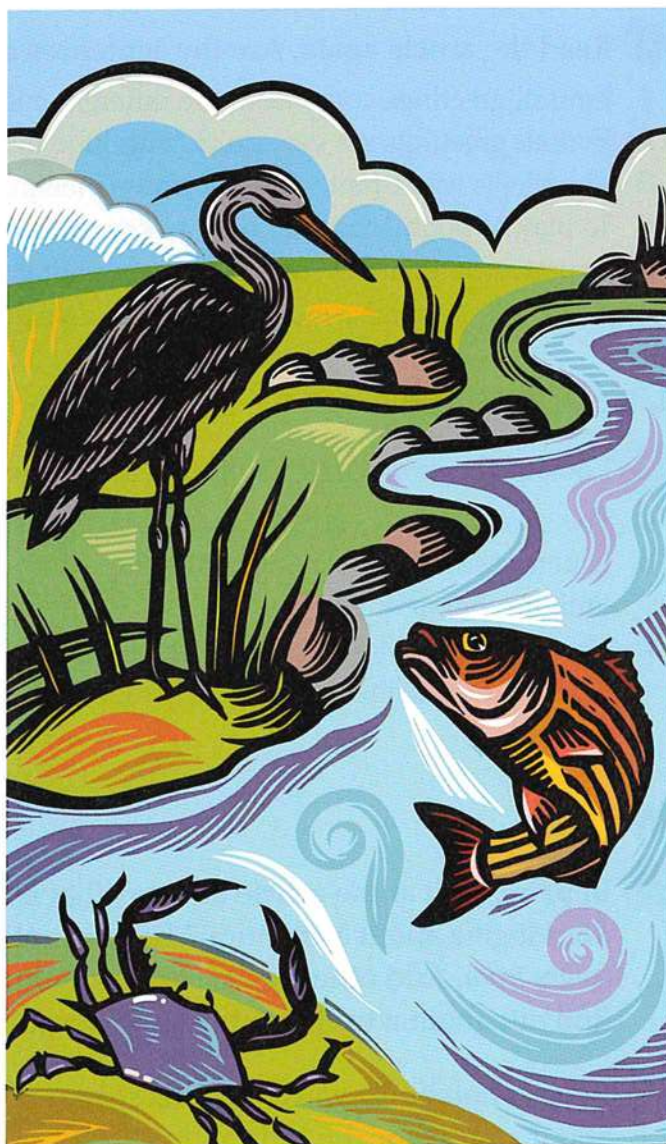
- a** a series of short stories which give an important message
- b** a novel about a crab and a crane
- c** an adventure book about animals

#### Language tip

*Said, told and whispered* are all reporting verbs.

#### Did you know?

A fable always has a moral, which is often explicitly stated at the end of the story.





- 3 Read and check your ideas. In your opinion, what is the moral of *The Crab and the Crane*?

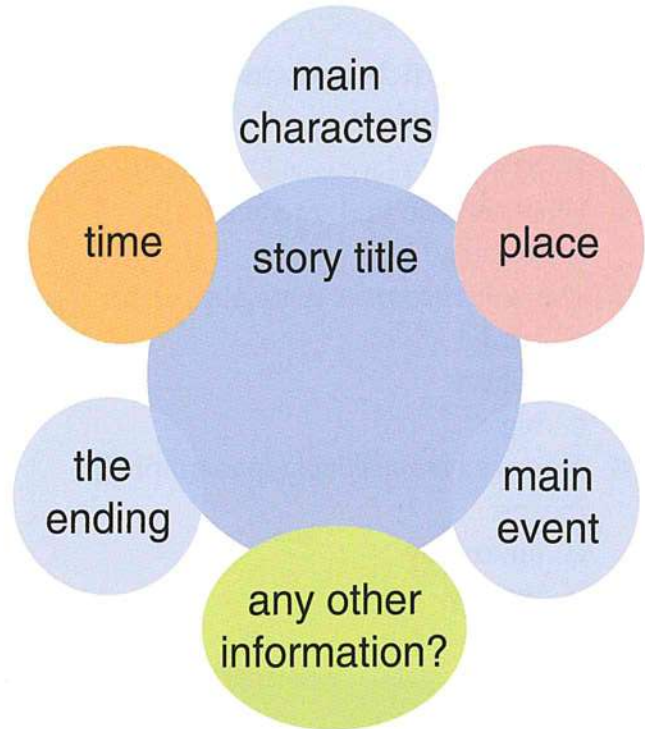
*Kalila and Dimna* is one of the first books to have drawings in it. The book contains many stories called fables. These are short stories, typically with animals as characters, which convey a moral. The book was translated into over 60 languages. Many years ago it was taught in schools for students to learn from the lessons in it. *Kalila and Dimna* is narrated by two foxes named Kalila and Dimna, and each story has a moral to learn from.

One fable is *The Crab and the Crane*. In this story, a hungry crane told a group of fish living in a pond that fishermen were going to come and empty their pond and take them away. He told them he would move them to another pond, one by one, and he started with their leader. But, instead of taking them to another pond, he ate them on the way.

However, there was also a crab in the pond who discovered what the crane was doing. The crab asked the crane to help him too, and when the crane picked him up, the crab put his strong claws around the crane's neck. Immediately, the crane understood that he was in danger. He dropped the crab, flew away and was never seen again.

## Writing 21st

- 4 In groups, think of a story or fable that you all know. Make notes on each story aspect in the spidergram.



- 5 In your group, use your notes to write the story. Remember to work together!

## Speaking

- 6 Discuss other groups' stories.
- 1 Are any stories similar to yours?
  - 2 What techniques have you learned about writing a story?
  - 3 What is the moral of the story?
  - 4 Is there anything you would add to your story after reading the other stories?



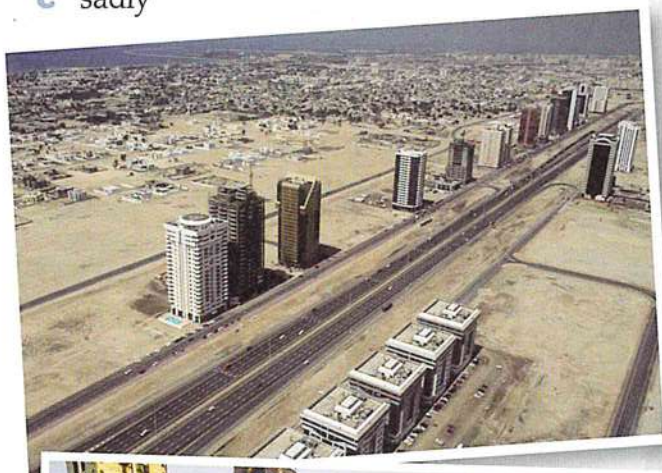
## Lessons 13–14 A changing landscape

- What can you see in the pictures?
- How are they different?

### Reading

1 Read the article and answer the questions below.

- 1 What sort of place was Dubai in the past?
- 2 What can you find on Sheikh Zayed Road today?
- 3 The word *luxurious* (paragraph 1) means:
  - a hard
  - b deluxe
  - c big
- 4 The word *astonishingly* (paragraph 3) means:
  - a amazingly
  - b terribly
  - c sadly



### Amazing changes

The incredible growth and development of Dubai can be best seen by comparing images of the city 30 years ago and now. Nowadays, Dubai is a mixture of beautiful homes, **luxurious** living and entertainment, and it has become a popular – and safe – Middle East destination for travellers.

The city was a humble pearl-fishing village until the discovery of oil in 1966, which saw the arrival of many foreign workers and the formation of the United Arab Emirates in the 1970s, leading the city to boom.

**Astonishingly**, the earlier photo shows Sheikh Zayed Road some time in the 1980s. It is one of the longest roads in the UAE, starting in the heart of Dubai and stretching to the border of Abu Dhabi. The road was named after former president Sheikh Zayed Bin Sultan Al Nahyan, who was the driving force behind the formation of the UAE.

Today, three decades later, the same road is lined with flashy skyscrapers and outstanding buildings. New developments have sprung up along the the Gulf coast, such as the world-renowned Palm Jumeirah, Dubai Marina and Dubai Waterfront. With seven-star properties, the world's tallest tower, underwater hotels and man-made islands, Dubai is an intriguing mix of Middle Eastern traditions and a modern way of life.

Dubai has exploded onto the travel scene as an incredible, must-see city. And, with daily flights from many world capitals, Dubai has now become the place to be.



## Listening

- 2 Listen to a man talking about life in the UAE. Does he prefer the UAE in the past or the present? Why?
- 3 Listen again and complete the sentences.
  - 1 Many years ago, people didn't have \_\_\_\_\_ they do now.
  - 2 Houses in the past were \_\_\_\_\_.
  - 3 They didn't have oil, so they were \_\_\_\_\_ today.
  - 4 People used traditional medicines because there weren't \_\_\_\_\_ now.



## Speaking

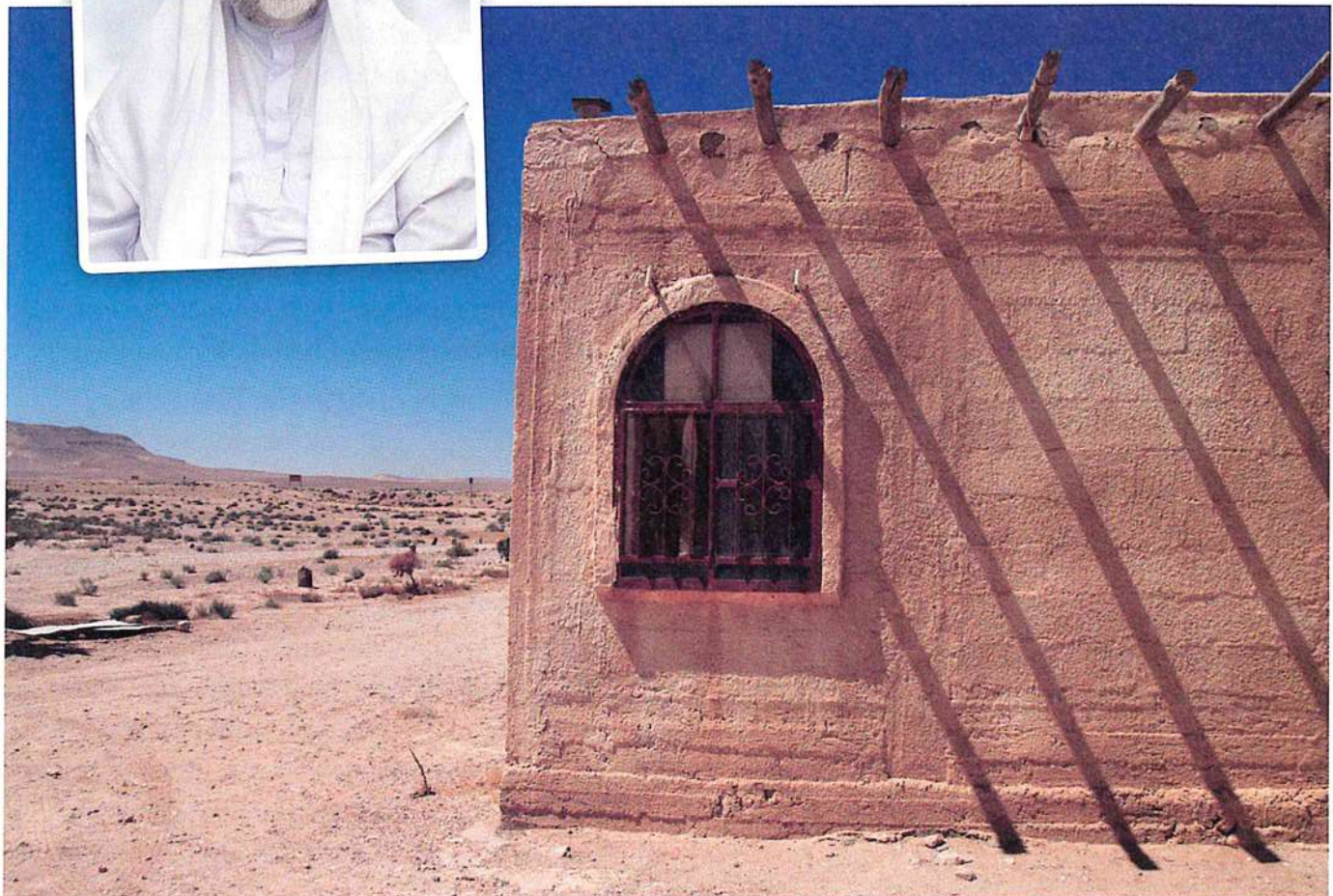
- 4 In pairs, discuss what you think city life was like 30 years ago. How was it different from city life today?
  - People are *richer* today.
  - There weren't *as many schools* as there are now.

## Writing

- 5 Compare life in the past and life now. Use the ideas you discussed in Activity 4 to help you.

### Use of English

You can use *as many/much* [+ noun] *as* when you compare two situations.





## Lessons 15 Review

### Vocabulary

1 Read the definitions below and complete the words.

1 ideas and methods that have existed for a long time

T \_\_\_\_\_ D \_\_\_\_\_ T \_\_\_\_\_ NS

2 a member of a tribe that travels from place to place

N \_\_\_\_\_ D

3 an adjective to describe something very old

A \_\_\_\_\_ C I \_\_\_\_\_ T

4 the act of joining the Emirates together

U \_\_\_\_\_ N

5 people coming together for a happy event like National Day

C \_\_\_\_\_ L \_\_\_\_\_ B \_\_\_\_\_ A T \_\_\_\_\_ N

6 the people who direct a country

L \_\_\_\_\_ D \_\_\_\_\_ S

### Speaking

2 What can you remember about the fable *The Crab and the Crane*? Answer the questions with a partner. Use the words below to help you.

hungry pond fisherman eat  
claws fly away take

- 1 Why does the crane make a plan to get food?
- 2 What does he tell the fish about the pond?
- 3 What does he offer to do?
- 4 What happens to the fish?
- 5 How does the crab stop the crane?
- 6 What does the crane do?

### Reading

3 Complete the text with the words below. You do not need all of the words.

determination develop federation protect  
housing tolerance wildlife youngest

Sheikh Zayed was born in 1918, the  
1 \_\_\_\_\_ of four sons. He became  
Governor of Al Ain in the western Emirates  
and realised that he needed to  
2 \_\_\_\_\_ the whole region into a  
more modern country. He decided to use  
oil revenues to invest in the construction of  
hospitals, schools and 3 \_\_\_\_\_.  
By the 1960s, his vision of a 4 \_\_\_\_\_  
to unite the Emirates was clear and he  
became the first president of the country in  
1971. He had a keen interest in nature and  
5 \_\_\_\_\_, establishing several  
nature reserves, such as Sir Bani Yas Island,  
in order to protect endangered species.

### Use of English

4 Complete each sentence with the correct form of the verb in brackets.

- 1 The discovery of oil in the 20th century \_\_\_\_\_ our country forever. (change)
- 2 In 1971, six of the Emirates \_\_\_\_\_ together under the leadership of Sheikh Zayed. (join)
- 3 The discovery of oil \_\_\_\_\_ the country rich immediately. (not make)
- 4 During the 1970s, the government \_\_\_\_\_ large amounts of money on roads and commercial ports. (spend)
- 5 At that time, many foreign companies \_\_\_\_\_ to the UAE to do business. (come)



## Lessons 16–17 **Project: treasures from the past**

- 1** In groups, prepare a presentation on the history of the UAE.

Complete the chart below with information you want to include. Add any more categories that you are interested in.



### **Union**

- How did it happen?
- Life before the union

### **Emirates**

- How did they change?
- Life after the union

### **Old traditions**

- Family traditions
- Special occasions

## **2** **21st** Project research and planning

- In your group, decide which category each group member will focus on.
- Use the Internet or visit the library to research the topic assigned to you.
- Try to get information from different websites and books (UAE ministries, an encyclopaedia, etc.) and watch videos or listen to lectures to get the information you need.
- Look for interesting information that will be new and fun for other teams to learn about.
- Remember to make notes on the facts you find out.
- Summarise the information to share with the other members of your group.

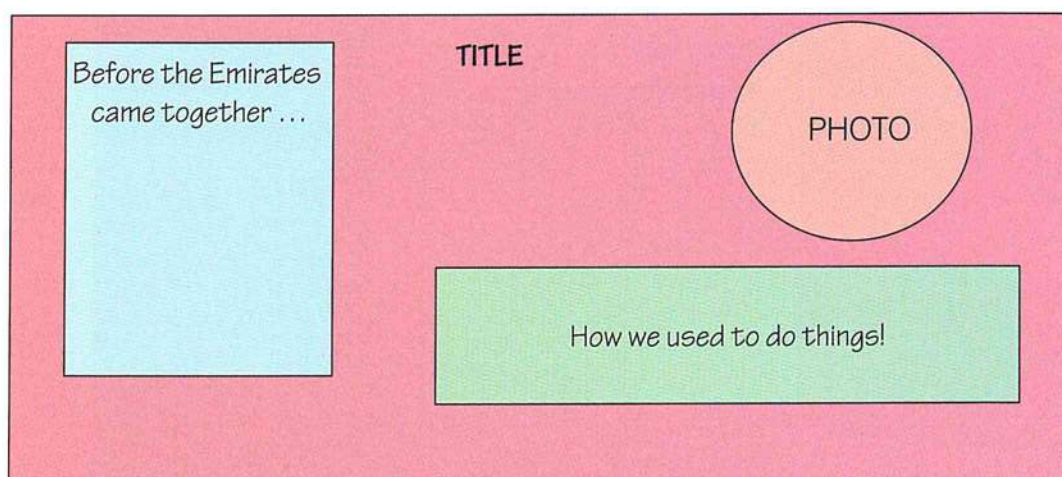
### **Vocabulary**

An *encyclopaedia* is a book giving information on many subjects and is typically arranged alphabetically.



### 3 Write and design a poster.

- Think of ways to make your poster interesting and informative.
- Create a checklist and think about including:
  - a friendly design
  - not too much writing
  - interesting visuals
  - clear handwriting.
- Draw an outline of your poster design.
- Think about how the information will be organised.
- Think about what photos or drawings you will need to make your poster interesting.
- Look at the example outline for ideas. You can add relevant information and organise your information any way you want.



### 4 Choose the correct category (a–d) for each sentence starter.

- a** introducing the subject      **b** finishing one subject      **c** giving an example      **d** summarising

- |                                       |  |
|---------------------------------------|--|
| 1 I'd like to start by ... <u>a</u>   | 5 Finally, let me remind you of ... _____  |
| 2 We've looked at ... _____           | 6 To illustrate this ... _____             |
| 3 A good example of this is ... _____ | 7 I'll begin by ... _____                  |
| 4 In conclusion ... _____             | 8 That's all I have to say about ... _____ |

### 5 Presentation

- Present your work to the class. Use your poster to help show your ideas.
- Remember, don't just read out what you wrote; make it exciting and interesting.
- Let other groups ask questions when you have finished presenting.
- Listen to the other learners while they present, and enjoy it!







# Wordlists

## Unit 8

advertising	noun
animation	noun
background	noun
biography	noun
brand	noun
cast	noun
casting	adjective
character	noun
claim	verb
conflict	noun
crew	noun
desert	noun
detail	noun
director	noun
documentary	noun
dramatic	adjective
emotions	noun
endorsement	noun
extra	noun
facilities	noun
factual	adjective
genre	noun
image	noun
location	noun
multimedia	noun
palace	noun
paragraph	noun
passionate	adjective
portray	verb
producer	noun
production	noun
rhyme	verb
scene	noun
screenplay	noun

script	noun
scriptwriter	noun
skyline	noun
skyscraper	noun
slogan	noun
sound	noun
stage	noun
star	noun
studio	noun
summarise	verb
unique	adjective
worthy	adjective

### Phrase list

box office  
 crew members  
 feature film  
 filmmaking  
 film set  
 graphic design  
 main idea  
 make-up artist  
 on location  
 screen training  
 set up a business  
 shoot a film  
 topic sentence

## Unit 9

achievable	adjective
advantage	noun
boutique	noun
confident	adjective
counsellor	noun
dentist	noun

<b>destination</b>	noun
<b>diagnose</b>	verb
<b>disadvantage</b>	noun
<b>forum</b>	noun
<b>innocent</b>	adjective
<b>itinerary</b>	noun
<b>jobseeker</b>	noun
<b>marketing</b>	noun
<b>medication</b>	noun
<b>nurse</b>	noun
<b>nutritionist</b>	noun
<b>optimism</b>	noun
<b>orthodontist</b>	noun
<b>physiotherapist</b>	noun
<b>prescribe</b>	verb
<b>proud</b>	adjective
<b>realistic</b>	adjective
<b>rewarding</b>	adjective
<b>sectors</b>	noun
<b>sightseeing</b>	noun
<b>start-up</b>	noun
<b>strict</b>	adjective
<b>symptom</b>	noun
<b>tourist</b>	noun
<b>transition</b>	noun
<b>treat</b>	verb
<b>tutoring</b>	noun
<b>underestimate</b>	verb
<b>vocation</b>	noun

### Phrase list

driving force

Once upon a time...

There once lived...

### Phrase list

come full circle

create a bond

hunt to extinction

roam free

spring to mind





# Audioscript

## Unit 8

### Track 68

**Speaker 1:** So, James and Amjad, how long has your business been running through DSC?

**Speaker 2:** Hmm, three and a half years and ...

**Speaker 3:** ... Actually, it'll be four years this April.

**Speaker 1:** And has it been smooth so far?

**Speaker 3:** Well, overall I think so, yes. It's just been so easy to set everything up and so smooth to maintain. By doing business through them, everything has been amazing. Are you thinking of setting something up through DSC?

**Speaker 1:** Yes, my production company has been running well in Qatar and we're thinking of expanding to the UAE. I've heard so much about DSC but thought that by asking someone already using them, I could get more information.

**Speaker 3:** DSC have helped a lot of film and media companies set up in the UAE. Many TV programmes, films and radio programmes are being produced through them. I've only heard good things from businesses using their ...

**Speaker 1:** ... Just a moment, what does DSC stand for? I keep forgetting. Is it Dubai Studio City?

**Speaker 2:** Yes, it is. So tell me, what kind of services are you looking for? What does your business need?

**Speaker 1:** Everything really! That's why I wanted to hear from you both what extra things DSC has to offer.

**Speaker 2:** Sure, well, by working through DSC you have access to the basic facilities, where you can rent office space and you get to use the sound stage and ...

**Speaker 3:** ... Sorry to interrupt, but I have to mention that the sound stage is of very high standards, you won't find anything similar anywhere else in the Middle East.

**Speaker 1:** That's good to hear.

**Speaker 2:** Does your company produce media for advertising firms? That's really popular in the UAE.

**Speaker 1:** We produce for different industries but yes, like other film-making companies, we do a lot of production for advertising agencies. Hmm, what about bringing in employees and specialists?

**Speaker 3:** They take care of all of that, they've got a strong visa services team, so ...

**Speaker 2:** ... Can I just say that they helped us bring in over 30 of our employees in less than three weeks. By bringing our staff in through them, we saved a lot of time.

**Speaker 1:** That sounds very encouraging. I'll contact them this week to arrange a meeting.

### Track 69

#### One

**Speaker 1:** ... three and a half years and ...

**Speaker 2:** ... Actually, it'll be four years this April.

#### Two

**Speaker 1:** DSC have helped a lot of film and media companies set up in the UAE. Many TV programmes, films and radio programmes are being produced through them. I've only heard good things from businesses using their ...

**Speaker 2:** ... Just a moment, what does DSC stand for? I keep forgetting. Is it Dubai Studio City?

#### Three

**Speaker 1:** Sure, well, by working through DSC you have access to the basic facilities, where you can rent office space and you get to use the sound stage and ...

**Speaker 2:** ... Sorry to interrupt, but I have to mention that the sound stage is of very high standards, you won't find anything similar anywhere else in the Middle East.

#### Four

**Speaker 1:** They take care of all of that, they've got a strong visa services team, so ...

**Speaker 2:** ... Can I just say that they helped us bring in over 30 of our employees in less than three weeks.

### Track 70

**Speaker 1:** Sunday sees the final evening of this year's Dubai International Film Festival at Madinat Jumeirah. The success of this incredible event depends on the hard work and energy of hundreds of young volunteers. We went behind the scenes to find out what it's like to be involved as a volunteer and what they thought of the films. Hi Amaya, you're volunteering for this year's festival. What does your role involve?

**Amaya:** Well, I'm an usher for the stars as they walk along the red carpet, stopping to have their photograph taken. I tell them either where to stand or where they should go as they walk into the main hall. It's been a brilliant experience to get so close to some of the biggest names in cinema.

**Speaker 1:** And you get to see all the films at the festival for free, right? Which one has been your favourite?

**Amaya:** Yeah, that's a real bonus. I must say I've enjoyed all the films I've seen. I think my favourite is a film called *Green Light*. I mean the acting is just amazing – the star, Michael Washington, is totally convincing as the main character.



The plot is really gripping – you never know what's going to happen from one minute to the next. Oh, and the ending ... Wow! Well, I won't tell you or it'll spoil it for you.

**Speaker 1:** Hi! I can see that you're volunteering. What's your role here at the film festival?

**Mira:** Well, today I'm working in the back office – I have to invite all the journalists and media people to the press conference tomorrow – that kind of thing. But I've also been helping out at the box office, selling tickets and giving information to visitors at the festival. I enjoy both the administrative work and dealing with the public.

**Speaker 1:** And what's the best film you've seen so far?

**Mira:** Ahhh! There was a beautiful Emirati film on last night called *Going to Heaven*. It's set here in the UAE. It's a wonderful story of two young boys who go on a journey from Abu Dhabi to Fujairah. I loved this film. It made me laugh, it made me cry and the cinematography – you know, the look and feel of the film – is just breathtaking. It really shows the beauty of our land. Highly recommended!

**Speaker 1:** Hi! Sorry, I can see that you're really busy. Are you volunteering too?

**Samira:** Yes. I saw the website for the film festival and thought I would try it. Neither my brother nor my sister wanted to do it, but I want to work in marketing and event management in the future ... So, here I am volunteering at the festival and meeting some amazing people! Right now I'm checking all the final details for tonight's prize-giving ceremony. I want to be sure that everything is perfect!

**Speaker 1:** Have you had any time to see any of the films in the competition?

**Samira:** Yeah, after work we can go to the film screenings for free. I've enjoyed seeing them all really, but the one that impressed me the most was a really lovely film from France. It's called *Birds of Passage* and it's a bittersweet story of friendship between two girls. The dialogue is great and the soundtrack is brilliant too – I've been listening to it on my headphones all day.

## Unit 9

### TRACK 2

#### The Story of the UAE

Not long ago, the UAE was a land of desert inhabited by Bedouin tribes, fishing villages and date farms. The city of Abu Dhabi consisted of palm huts (*barasti*), a few coral buildings and the Ruler's Fort. Situated along a creek, Dubai was a trading hub for travellers passing through.

For many generations, the Bedouin tribe was the principal building block of UAE society. Bedouins, which means desert-dwellers, were nomads, so they lived in different places, moving between the ocean, (for pearl diving and fishing), the desert (for the camels and herds) and the oases (for water and farming of dates and vegetables). They had very strong traditional values and believed in always making their guests feel welcome.

The Portuguese arrived in 1498. Ancient Portuguese forts can still be seen in and around the various emirates and nearby Oman. The British followed, and in the 1820s the area became known as the Trucial States until the creation of the UAE in 1971.

At the start of the 20th century, Abu Dhabi was one of the poorest emirates, while Sharjah was the most populated and powerful. However, in the 1930s, the pearl industry crashed because of the Japanese invention of the cultured pearl, creating problems for the local population. They lost their largest export and main source of money.

All that changed with the discovery of oil.

Exports from Abu Dhabi began in 1962, turning the poorest of the emirates into the richest. Then, in the mid 1960s, Dubai found oil of its own and, on 6th August 1966, Sheikh Zayed became the new ruler. However, Sheikh Zayed never forgot the traditions and values of the Bedouin tribes.

In July 1971, six of the Trucial States (Abu Dhabi, Dubai, Sharjah, Umm al-Qaiwain, Ajman and Fujairah) agreed on a Federal Constitution as the United Arab Emirates. The UAE became independent on 2nd December 1971, which is celebrated as Union Day. The remaining sheikhdom, Ras Al Khaimah, joined the United Arab Emirates in February 1972.

### TRACK 3

**Fatma:** Hello Miss Hiba. I'd like some advice about getting a degree to become a History teacher. I listened to your talk on the history of the UAE and I thought it was wonderful.

**Miss Hiba:** Thank you, Fatma. So how can I help you?

**Fatma:** Well, I've found some information on possible courses, but I'm still a bit confused about a few things and about some of the choices.

**Miss Hiba:** What's your situation at the moment? Are you volunteering?

**Fatma:** Yes, I've been working as a volunteer at the local youth centre for the last three months. I help younger students with their homework two afternoons a week. Before that I had a summer job – I was a team leader at a summer youth camp for two years, and I was also a volunteer instructor at the local swimming pool for about four months last winter. So I have some teaching experience.

**Miss Hiba:** OK, well that's useful if you want to become a teacher. Why are you interested in a university degree?

**Fatma:** Well, I've enjoyed my work as a volunteer teacher so I want more opportunities for a full-time job in the future. It's not that I think a degree in History will help with this, though. I might not become a teacher at all, but I think wherever I go in the future, employers prefer to see someone with university qualifications these days.

**Miss Hiba:** And will you study full-time?

**Fatma:** Well I'd really like to keep working as I like the experience. Can I continue to work while I study?

**Miss Hiba:** You can do certain subjects over the number of years that suits you. It's up to you how many you do. People usually do the degree programme in anything from 18 months up to four years. It depends on your time. If you did it part-time, then that would be more than four years.

**Fatma:** OK, thanks for that. And is it easy to find you if I need to speak to you again?

**Miss Hiba:** Yes, I'm here most days, but you can always phone the office first to check. It's best to book an appointment in case I'm not around.

Some people say we were happier in the past because life was more simple. But I think I am so lucky to live in the UAE today. I believe the UAE is one of the best countries in the world. And I hope in the future the UAE is even better!

#### TRACK 4

The UAE has changed so much over the last 40 years. All because of the discovery of oil. Many years ago, people didn't have as much money as they do now. They did not have big houses and cars like we have today. Houses in the past were smaller and all the family lived together with grandfathers, grandmothers, uncles, aunts and children. They used camels and donkeys to travel and carry heavy things. And they didn't have oil, so they were poorer than today. Education was very bad, there were no schools, colleges or universities. Students went to mosques to study Arabic and the Quran. People used traditional medicines if they were ill because there weren't as many hospitals as now.

Today, people have a lot of money, cars and big houses. For example, my children, my grandchildren and I live in a big house. Each one of my sons has a car. Education now is very good, we have a lot of colleges, schools, and universities. We even have foreign teachers in colleges. We also have many good hospitals for medical care.





# Use of English

## Unit 8

### Use of English

**Intensifiers** are adverbs. We use **intensifiers** before adjectives to make the adjective stronger.

## Unit 9

### Use of English

You can use *as many/much* [+ noun] *as* when you compare two situations.

### Use of English

The past perfect is used to talk about a past action that happened earlier than another past action. For example, *When I got to the airport, I realised I **had left** my passport at home.*

### Use of English

We use *used to* to talk about habits in the past. For example, *I **used to** go swimming every day.*



# Language tips

## Coursebook

Unit 8

### Language tip

*Multimedia* is made up of two words, *multi* meaning *many* and *media* meaning *communication*.

Unit 8

### Language tip

We usually use *by* + **verb** + *ing* to show the action taken for a particular result. For example, *By using our services, you will save time.*

Unit 8

### Language tip

When we use two or more adjectives in a sentence, we need to put them in a certain order. Adjectives that are giving opinions go before adjectives which are giving a fact. For example, *An interesting, old film.*

Unit 8

### Language tip

Some verbs are followed by *to* + infinitive, especially verbs of thinking and feeling, such as *choose*, *want* and *like*. For example, *He wants to make a documentary.*

Unit 8

### Language tip

We use the **passive voice** – *to be* + *past participle* – to talk about actions when we don't know, or it isn't important, who performed the action.

Unit 9

### Language tip

Remember: when you ask a question using *did*, the main verb does not change.

### Language tip

*Said*, *told* and *whispered* are all reporting verbs.





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# Bridge to Success

## Coursebook

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Advanced

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates.

This book sets out to:

- develop and extend listening, speaking, reading and writing skills
- motivate and engage learners through real-world tasks
- build on and enhance 21st century skills
- encourage global citizenship whilst maintaining an Emirati focus
- align with international benchmarks of the Common European Framework
- prepare learners to meet the nations' goals set out for UAE National Agenda Vision 2021.



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